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## **FORMATION AND DEVELOPMENT OF CORPORATE CULTURE OF SELF-LEARNING ORGANIZATION**

### **Abstract**

The appearance of the concept of self-learning organization was due to the ongoing global changes in the economic space such as the information technology revolution, the restructuring of the global market of goods and services, business restructuring of large corporations and the transformation of the labor market. The world experience of recent years shows that it is learning, or rather, self-learning organizations can become competitive in modern conditions. Different scientists and experts consider self-learning organization as a socio-cultural environment where people expand their productivity opportunities, mastering ways of large-scale thinking, learn how to learn together, increasing the level of their professional development and contribution to the common cause. This is possible in organizations where the priority is to be prepared for internal and external changes and which are characterized by flexibility and adaptability. A self-learning organization is an organization that creates, acquires, preserves, multiplies and transfers knowledge, skills and abilities. Such an organization has the ability to successfully change the forms of its behavior, quickly adapt to changes through continuous training of personnel based on the constant development of competencies and improvement of skills at the individual and group levels. In organizations of this kind, human resources are a particularly important factor in stable production activity and systematic development, and the system of training and development of personnel is considered the basis of its competitiveness.

Key words: corporate culture, self-learning organization, business transformation, efficiency assessment, knowledge, skills, competence development, training.

Corporate culture is unique for each organization set of formal and informal norms and rules of conduct, which are subject to the members of the organization, the structure of power and its competence, the system of rewards and ways of their distribution. It is characterized by values unique to the organization, communication models, basic beliefs that are shared by the members of the organization, acting subconsciously and determining the mode of vision.

In conditions of transition to a post-industrial civilization, when information, knowledge, high technologies, and human resources become the dominant productive resource, they acquire strategic importance and status as a measure of the economic success of a modern creative corporation. The following are the defining factors of the emergence of a post-industrial society. First, the organizational beginning of the post-economic system was theoretical knowledge (and not capital). Secondly, there was an information-computer-Internet revolution, which caused technological growth in production activities.

The interaction of these factors changed the balance of the economy and social policy, subordinating the first two: social policy becomes social engineering and subordinates the economy, and social engineering rebuilds the whole system of social relations [1].

Global processes of sustainable development Post-industrial society, the “society of professionals”, whose distinctive feature becomes the strengthening of the role and significance of the human resource and talent, the issues of human capital management become especially urgent and determine the necessity of appearance and the development of self-learning organizations, acquiring, transferring and preserving knowledge.

The entry of the economy into the information age highlights such intangible factor of competitive micro-level struggle as a corporate culture organization, determining the importance and timeliness of consideration of questions of its assessment, formation and development (Figure 1, p. 97).

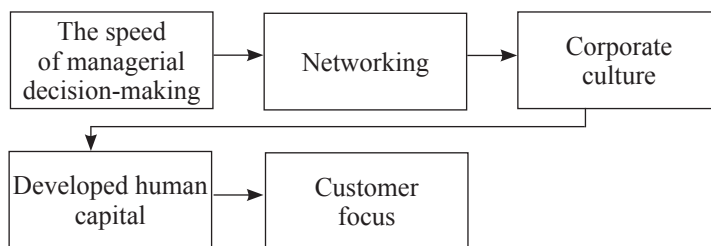


Figure 1 – The factors of company competitiveness in the digital economy

Given the dynamics of changes in the modern world, organizations must be adaptive, their corporate culture aimed at building human capital, should form its internal potential, due to which the socioeconomic system will not only be able to survive in a crisis, but also to develop with further stabilization of external conditions [2].

This type of corporate culture can be called the culture of a self-learning organization. Using the terminology of P. Senge, one can say that the corporate culture of a self-learning organization is a collection of beliefs, attitudes, norms of behavior and values shared by staff who facilitates the creation, acquisition, transfer and preservation of knowledge and competencies.

The concept of P. Senge is based on five “organizational skills”.

The first “skill” – the skill in improving the personality. Although energetic people come to business, few of them remain “on the rise” for a long time. Most start to save their strength, and already by the age of 30–40 they lose their loyalty to the business, a sense of personal importance and enthusiasm. However, only a few companies encourage their employees to move forward, the rest, as a result, have unused, wasted, and lost resources.

The second “skill” is intellectual models. Models, as stereotypes in relation to various managerial situations, are also rooted in us, as well as purely domestic ones. That is why many good management ideas remain unrealized.

The third “skill” is a common vision. Many managers do not attach importance to the fact that their personal vision of the development of the organization is not understood and shared by all employees. According to P. Senge, thanks to the common vision, people learn not because they were told so, but because they want it.

The fourth “skill” is group training. However, in this case it is not only about training or seminars, but also about free exchange of opinions in groups – dialogue. P. Senge believes that it is the dialogue between employees that leads to such insights that can be absolutely inaccessible to everyone individually.

The fifth “skill” is a systemic thinking. Without this discipline, all other skills remain disjointed devices, a fashionable novelty of management science. At the same time, it is vitally important that all five “skills” develop not individually but systematically.

To this end, companies must undergo continuous training, which is a necessary condition for efficiency.

The American psychologist Mike Pedler (1991) offered 11 characteristics of the self-learning organization.

1. Learning, flexible approach to strategy.
2. Employees take an active part in developing the strategy and tactics of the organization.
3. Information is more used to understand what is happening in order to make the right decisions, and not as a basis for reward or punishment.
4. Accounting and control, contributing to the development of the organization.
5. Internal exchange of services between departments.
6. Flexible system of rewards.

7. The “enabling” structure (units and other “boundaries” are seen as a temporary structure, which can be changed if necessary).

8. Studying by all employees of the state of the environment.

9. Continuous exchange of experience with Partners, Clients.

10. The atmosphere in the organization, conducive to learning.

11. Self-development opportunities for employees [3].

All training technologies can potentially be used for more than one purpose. As a result of the research, the following four categories of training methods were identified:

1) supporting (that is, used mainly in the strategy of “preparation of agreements”);

2) methods of forecasting (that is, used mainly for “developing strategies for the future”);

3) carry-over (that is, used both for “preparing agreements” and for “developing future strategies”);

4) utilitarian, or universal (that is, used for all strategies).

The birth of the Self-Learning Organization concept was due to a number of global processes in the business world that affect the vast majority of companies around the world, including:

- ♦ information and technological revolution;

- ♦ restructuring of business (consolidation, reductions, merger);

- ♦ globalization of business of large corporations;

- ♦ the new birth of the concept of strategic planning.

Returning to the problems of evaluation culture, it is necessary to emphasize that most specialists involved in the formation and evaluation of corporate culture, speak only of a qualitative approach to measuring its effectiveness. The main criterion is the degree of its correspondence and support the business development strategy, achievement of the organization’s goals. At the same time, effectiveness of the corporate leaders who are responsible for all levels (above all, higher guide). However, when shifting responsibility to performers who do not have real power, there is a threat that formal performance of work that cannot bring the desired results.

The company management should inform employees, corporate participants training programs that the company invests resources in their development, because they believe in them and connects with them their future. Also, it is important to make sure that the staff sees the connection between the increase of their human capital, the effectiveness of their work, development of their own careers and growth material well-being [4].

In addition, to assess the effectiveness of existing corporate culture can be widely used the same methods, as for its study: empirical methods (observation, experiment), special socio-logical methods (surveys, questionnaires, There are also indicators effectiveness within the qualitative approach: so, offer as a criterion of effectiveness calculate the degree of compliance of the corporate culture to a specific target type. To the auxiliary indicators of effectiveness, they include the degree of conflict, degree of mastering the culture of workers, degree documenting, creativity, the level of community management personnel.

The possibility of quantitative evaluation of the effectiveness of formation processes and development of corporate culture, the basis which can be put investment approach that involves the use of an absolute measure (profit) and a relative (profitability), allowing to produce comparison with existing regulations, and with alternatives.

Such an opportunity gives the use of a set of program-targeted and project management methods, allowing on a systematic basis to develop and develop a corporate culture.

With this in mind, the formation and / or development of corporate culture of self-learning organization involves the implementation of the following program activities: training management category of personnel, organization of corporate holidays, holding corporate training teambuilding, development and implementation of the corporate code.

These activities, differentiated into current and non-recurring ones, form the basis programs for the formation or development of corporate culture self-learning organization.

In organizational theory and practice, organizational learning is seen as a continuous source of creating competitive advantages for the company, as is their strategy of constantly updating methods and increasing the efficiency of all activities. Organizations that are not trained (and therefore do not change) in the context of rapid changes in the external environment are considered doomed.

Hence the recommendation to create groups studying in the process of activity, to focus on the need to generate new ideas in the learning process. There are even attempts to give a symbolic interpretation of organizational learning. This process seems, in particular, in this form:

$$\text{Learning} = P + Q,$$

where P is program training, and Q is learning by asking questions, obtaining evidence, discussing conclusions based on generalization of practical experience. Learning in action, i.e., organizational learning, is based mainly on Q. Its main idea is to organize groups so that each of them has two tasks: one – solve a problem or execute a project; the other is to be trained in the process of accomplishing the tasks, to make the acquired knowledge available to all participants, to present the resulting material to management for subsequent use.

On the basis of recent research, in-house conditions are described in the literature that make training of employees difficult. Such conditions include: habitual activity of the operator, engineering standards, administrative culture, based on well-established ideas about technology management activities. The theory of organizational learning offered five disciplines, the mastery of which is designed to overcome shortcomings in the stereotypes of thinking, knowledge and skills of staff. These disciplines are interrelated, complementary, each of them influences the positive action of all others [5].

These are the following disciplines (conditions) for achieving the main objectives of employee training: system thinking, personal skill, mental model, creating a shared vision, group training.

The practice of self-learning organizations has already developed certain principles, the essence of which is as follows:

- 1) learn faster than competitors;
- 2) to be trained within the organization (from each other and working groups);
- 3) to study outside the organization (from suppliers and consumers);
- 4) to be trained on a vertical (from top to the basis of the organization);
- 5) ask the right questions and apply the training in action;
- 6) predict the future, create scenarios and learn from them;
- 7) apply what they have learned and practice in practice;
- 8) learn faster than the changing environment;
- 9) to study in areas where previously were not trained.

Modern organizations require a high level of creative planning, effective and useful knowledge about new products and new processes, increasing the degree of coordination of joint actions with long-term obligations and understanding the need to solve complex problems.

This requires, in turn, trained workers who openly express their opinion, value knowledge and best solutions, and strive to unite their efforts for general creative work.

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### Андатпа

Ақпараттық технологиялар төңкерісі, тауарлар мен қызметтердің жаһандық нарығын қайта құру, ірі корпорациялардың қызметін қайта құру және еңбек нарығын қайта құру өзін-өзі тану ұйымы тұжырымдамасының пайда болуы жаһандық экономикалық кеңістіктегі үздіксіз жаһандық өзгерістерге байланысты болады. Соңғы жылдардағы әлемдік тәжірибе көрсеткендей, қазіргі жағдайда бәсекеге қабілетті бола алатын студенттер, дәлірек айтқанда, өзін-өзі оқыту ұйымдарына жатады. Өртүрлі ғалымдар мен сарапшылар өзін-өзі тануды ұйымдастыруды әлеуметтік-мәдени орта деп санайды, сондықтан адамдар тиімділік мүмкіндіктерін кеңейтеді, кең ауқымды ойлау әдістерін игереді, бірге оқуды үйренеді, осылайша олардың кәсіби даму деңгейлері мен жалпы іске қосқан үлестері артады. Бұл басымдық ішкі және сыртқы өзгерістерге дайын болғысы келетін және икемділік пен бейімділікпен сипатталатын ұйымдарда мүмкін. Өздігінен білім алатын ұйым – бұл білім, білік дағдыларын қалыптастыратын, меңгеретін, сақтайтын, көбейтетін және жеткізетін ұйым болып табылады. Мұндай ұйымда жеке тұлғалық және топтық деңгейлерде күзіреттіліктерді үнемі дамытуға және дағдыларды жетілдіруге негізделген қызметкерлерді үздіксіз даярлаудың арқасында мінезқұлық формаларын сәтті өзгерту, өзгерістерге тез бейімделу мүмкіндігі бар. Мұндай ұйымдарда адами ресурстар тұрақты өндірістік қызметтің және жүйелі дамудың ерекше маңызды факторы болып табылады, ал қызметкерлерді даярлау және дамыту жүйесі оның бәсекеге қабілеттілігінің негізі болып табылады.

Тірек сөздер: ұйым, корпоративті мәдениет, өзін-өзі оқыту ұйымы, бизнесті трансформациялау, тиімділікті бағалау, білім, дағдылар, күзіреттілікті дамыту, даярлау.

### Аннотация

Появление концепции самообучающейся организации было обусловлено происходящими глобальными изменениями в мировом экономическом пространстве: это информационно-технологическая революция, реструктуризация глобального рынка товаров и услуг, реструктуризация бизнеса крупных корпораций и трансформация рынка труда. Мировой опыт последних лет свидетельствует о том, что именно обучающиеся, а точнее, самообучающиеся организации могут стать конкурентоспособными в современных условиях. Различные ученые и эксперты рассматривают самообучающуюся организацию как социокультурную среду, где люди расширяют свои возможности результативности, осваивая способы масштабного мышления, учатся тому, как учиться вместе, повышая уровень своего профессионального развития и вклада в общее дело. Такое возможно в организациях, в которых приоритетом является стремление быть готовыми к внутренним и внешним изменениям и которым свойственна гибкость и адаптивность. Самообучающаяся организация – это организация, которая создает, приобретает, сохраняет, приумножает и передает знания, умения и навыки. Такая организация обладает способностью успешно изменять формы своего поведения, быстро адаптироваться к изменениям за счет непрерывного обучения персонала, основанного на постоянном развитии компетенций и совершенствовании умений и навыков как на уровне индивида, так и на уровне группы. В организациях такого рода человеческие ресурсы являются особо важным фактором стабильной производственной деятельности и планомерного развития, а система обучения и развития персонала считается основой ее конкурентоспособности.

Ключевые слова: корпоративная культура, самообучающаяся организация, трансформация бизнеса, оценка эффективности, знания, навыки, развитие компетенции, обучение.